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ABSTRACT

Brief annotations of currently available basic learning tests, which were either specifically designed for adults or modified for use with adults, are presented. Information given for each measure includes author; the source from which it may be obtained; the purpose of the instrument; the nature of the materials; groups for which it is intended; information on administration, scoring, interpretation, standardization, and availability of norms; and reliability and validity data. An alphabetical listing of tests in tabular form indicates the general purpose of each test. (MS)

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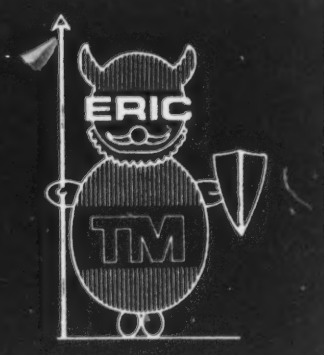

Tests of Basic Learning for Adults
An Annotated Bibliography

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TESTS OF BASIC LEARNING FOR ADULTS

An Annotated Bibliography

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PREVIOUS TITLES IN THIS SERIES

1. Developing Criterion-Referenced Tests
   ED 041 052
2. Test Bias: A Bibliography
   ED 051 312
3. Ability Grouping: Status, Impact, and Alternatives
   ED 052 260
4. Developing Performance Tests for Classroom Evaluation
   ED 052 259

INTRODUCTION

This annotated bibliography contains a variety of instruments which cover a wide range of ability in adults, from those who received only an elementary education to those who completed high school but had learning disabilities or did not acquire adequate formal education for various reasons.

Instruments were located through a search of *Research in Education*, documents held by the ERIC Clearinghouse on Tests, Measurement, and Evaluation, and tests in the Test Collection at Educational Testing Service. It is anticipated that this report will be revised periodically as new instruments are developed and located.

The main section is preceded by a table listing the instruments in alphabetical order and providing the page number on which each may be found. The entry for each measure starts with the author and test title, followed by the source from which it may be obtained. The annotation provides information concerning the purpose of the instrument, nature of the materials, groups for which it is intended, administration, scoring, interpretation, standardization, and the availability of norms, reliability and validity data. In a few cases, no individual author was noted; these instruments appear at the end of the bibliography.

A test was selected for annotation if: it was specifically designed for use with adults; it was modified from its original form through such manipulations as the substitution of items with adult content, elimination of age or grade range, or the alteration of scoring procedures so as to make it appropriate for the specified population; special norms were developed; or, finally, the test developer asserts its appropriateness.

This report is not intended to serve as the sole basis for selecting an appropriate instrument for a specific project. It provides a list of instruments purporting to assess adults, and gives a thumbnail description of each one. As such, it can best serve to draw attention to measures which might otherwise be overlooked, and to assist the user as an initial screening device in his search for appropriate materials. However, after the field has been narrowed down to a few likely candidates, the user is urged to obtain copies of all materials associated with each one, and to examine these in detail before making his final decision.

ABILITY TABLE

	General Ability	Reading	Language	Mathematics	Other	Page
Adult Basic Education Survey	x					10
Adult Basic Learning Examination	x					9
Adult Basic Reading Inventory		x				5
American Literacy Test		x				9
Baranquilla Rapid Survey Intelligence Test	x					10
Basic Skills in Arithmetic Test				x		16
Brief Tests of Literacy		x				6
Fundamental Achievement Series	x					4
IPAT Culture Fair Intelligence Test	x					5
Scale 1						5
Scale 2						6
Scale 3						6
Individual Reading Placement Inventory		x				13
Learning Potential Examination	x					8
McGraw-Hill Basic Skills System						10
Reading Test		x				11
Writing Test			x			11
Spelling Test			x			11
Vocabulary Test			x			12
Study Skills Test					x	12
Mathematics Test				x		12

ABILITY TABLE (continued)

	General Ability	Reading	Language	Mathematics	Other	Page
Peabody Individual Achievement Test	x					7
Personnel Classification Test	x					15
Personnel Tests for Industry						6
Numerical Test				x		7
Oral Directions Test					x	7
Verbal Test			x			7
Purdue Non-Language Personnel Test	x					15
RBH Basic Reading and Word Test		x	x			16
Reading Development Kits		x				13
SRA Reading and Arithmetic Indexes		x		x		17
Test of Individual Needs in Reading					x	8
Test Orientation Procedure					x	4
Tests of Adult Basic Education	x					14
Practice Exercises and Locator Test	x					14
Level E	x					15
Levels M and D	x					15
WLW Culture Fair Inventory	x					14

Bennett, G. K., & Doppelt, J. E. *Fundamental Achievement Series (FAS).*

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1968).

Designed to measure currently useful skills in the verbal and numerical symbol systems. Test covers a range of ability from basic literacy to slightly above Grade 8 level and is intended for use in the employment of adults and adolescents who may not have had the usual exposure to formal education. It yields three scores: Verbal, Numerical, and Total. In some cases, scores may assist in job placement; in others, they may facilitate determination of the kind and level of supplementary instruction which should be provided. The verbal subtest assesses the ability to read signs, menus, telephone directories, to recognize the correct spelling and meaning of commonly used words, to understand orally presented information, and to write legibly. The numerical subtest measures the ability to tell time, recognize numbers, understand calendars, and solve problems which range from simple arithmetic to the computation of interest. An attempt was made to include items based on experiences thought to be familiar to both advantaged and disadvantaged persons. The taped administration of *FAS* permits standardized group presentation with the time controlled at 30 minutes per subtest. Two forms are available. Form A is sold only to personnel departments for testing applicants and employees, while Form B is available to governmental and social agencies, business and industrial firms, and educators for use in training as well as employment. Percentile norms for groups of blacks and whites from the North and South are provided. In addition, special norms have been recently developed from a sample of trainees in Manpower Development and Training Programs. Reliability and validity data is available in the manual.

Bennett, G. K., & Doppelt, J. E. *Test Orientation Procedure (TOP).*

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1967).

Developed to alleviate the problem of lack of experience in taking tests. The procedure consists of tape recorded instructions and two booklets, "How to Take Tests" and "Practice Tests." The former is designed to familiarize the examinee with a variety of materials and with the types of questions he is likely to encounter on employment tests. The latter gives the examinee the opportunity to take a practice test under the kind of controlled and timed testing conditions that he will experience when taking standardized aptitude and ability tests. Test booklets are illustrative only and no provision is made for obtaining meaningful scores. As a familiarization procedure, *TOP* is useful to students in vocational training and business education courses and to adults in manpower development programs or retraining courses.

Burnett, R. W. *Adult Basic Reading Inventory.*

From: Scholastic Testing Service, Inc., 480 Meyer Road,
Bensenville, Illinois 60106 (c1965).

An analytic reading test designed for use with those adults who range between absolute illiteracy and the functional illiteracy of one who cannot read as well as a typical child who has had four years of schooling. Designed to provide a relatively quick assessment of the degree of illiteracy and to aid in planning an appropriate instructional program. The five parts of the inventory include: Sight Words (Vo_abulary), Sound and Letter Discrimination, Word Meaning (Reading), Word Meaning (Listening), and Context Reading. The small group administration can be completed in less than 60 minutes. If possible, the inventory should be scored by the reading teacher who will be working with the examinee. Three functions of the instrument are: identification of absolute illiterates, identification of functional illiterates, and identification of individuals who are not illiterate but whose reading difficulties stem from other problems. The instrument was not "normally" standardized. However, its use in major metropolitan areas in the assessment of non-readers and in their placement in remedial programs yielded data on kinds of outcomes to expect when the BRI is used as a placement indicator. Reliability and validity data is provided in the technical report. Directions for interpreting the inventory and various instructional recommendations are discussed in the manual.

Cattell, R. B., & Cattell, A. K. S. *IPAT Culture Fair Intelligence Test.*

From: Institute for Personality and Ability Testing, 1602 Coronado Drive,
Champaign, Illinois 61820 (c1958).

Designed to measure general ability apart from scholastic and general knowledge, and the influences of economic and social disadvantages. The series consists of three scales which cover a wide range of ages and ability levels. Tests may be individually or group administered. Norms and a discussion of validity are presented in the handbook.

Scale 1

Unlike the remaining scales, *Scale 1* is not entirely culture free, due to difficulty in obtaining sufficient tests which would maintain interest and still meet requirements special to the age range. Test is appropriate for children aged 4 to 8 and mentally defective adults. Subtests include Substitution, Classification, Mazes, Selecting Named Objects, Following Directions, Wrong Pictures, Riddles, and Similarities. Complete administration requires 40-60 minutes.

Scale 2

Designed for Grades 3 to 9 and for adults in the normal range of intelligence. Each of the two available parallel forms contains 46 items arranged in four subtests: Series, Classification, Matrices, and Conditions (Topology). Reading is unnecessary since the items consist of diagrams and the instructions are presented by the administrator. Testing time requires approximately 12 minutes.

Scale 3

Designed to cover the ability range from high school pupils to adults of superior intelligence. Available in two parallel forms each consisting of 50 items arranged in four subtests: Series, Classification, Matrices, and Conditions. Administration requires 14 minutes.

Donlon, T., & McPeek, W. M. *Brief Tests of Literacy: Basic Skills Survey - Reading and Writing.*

From: Test Development Division, Educational Testing Service, Princeton, New Jersey 08540 (c1966).

Designed to provide a basis for classifying subjects as "literate" or "illiterate" within a short time limit. Literacy is defined as approximately that level of functioning which is attained by the average student at the beginning of Grade 4. The survey consists of a reading and a writing test. The reading test contains 11 brief paragraphs, each accompanied by three questions, for a total of 33 items. The writing test consists of five sentences, containing 47 words, which are dictated to the subject who writes them. The cutting score technique is used, and since the test is not intended to differentiate levels of literacy, testing is discontinued when the subject achieves the cutting score. Each item set is timed. Test yields two scores. In instances where the examinee is judged literate by one test and illiterate by the other, the assessment obtained from the reading test should be considered final. Limited validity data is available in a separate publication, *Development of Brief Tests of Literacy*, from the U. S. Department of Health, Education and Welfare.

Doppelt, J., Langmuir, C. R., & Wesman, A. G. *Personnel Tests for Industry (PTI).*

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1954).

This series was developed specifically for industrial use to measure important abilities dependably and economically, and is intended as an aid to employers in such personnel operations as selection, placement, training, and promotion. Objectives of the test construction included reliability, efficiency, ease of administration and scoring, and relevance of norms. The *PTI* series includes: *Numerical Test* (Doppelt), *Oral Directions Test* (Langmuir), and *Verbal Test* (Wesman).

PTI Numerical Test

Designed to assess numerical skills with tasks similar to those the examinee would encounter in industrial situations. The 30 items are presented in order of increasing difficulty. Operations required for problem solution include: addition, subtraction, multiplication, division, calculation of percentages, measurement of area, length, and volume, and the manipulation of decimals and fractions. The two equivalent forms may be individually or group administered in 20 minutes. Percentile norms by occupation, and reliability and validity data are available in the manual.

PTI Oral Directions Test

Wide range test of general mental ability designed to assess adult groups of industrial personnel. It is useful both in the selection and classification of personnel and as a screening test in social agencies concerned with adult counseling. The directions and questions for the test are recorded on tape, thus administration requires no special training and timing is automatically standardized (15 minutes). The test is appropriate for all levels of ability and educational background since it requires only that the examinee be able to write letters and numbers. Norms by occupation for both males and females, and reliability and validity data are provided in the manual.

PTI Verbal Test

This 50-item test, designed to assess the verbal ability of adult industrial personnel, is arranged in order of difficulty. An examinee selects one of four options as the correct response. The item types include: synonyms, information, classification, and recognition of essentials. The two equivalent forms may be individually or group administered in 5 minutes. Percentile norms by occupation, and reliability and validity data are available in the manual.

Dunn, L. M., & Markwardt, F. C. *Peabody Individual Achievement Test.*

From: American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014 (c1970).

Designed to provide a wide-range screening measure of achievement in the basic skills. Subtests include Mathematics, Reading Recognition, Reading Comprehension, Spelling, and General Information, and are administered in that order. The test is packaged in two easel-kits to facilitate administration. The Mathematics subtest measures matching, discrimination, and number recognition skills as well as advanced concepts in trigonometry and geometry. Items in the Reading Recognition subtest range in difficulty from preschool through high school level. The General Information subtest measures general encyclopedia knowledge covering science, social studies, fine arts and sports.

Each subtest contains 84 items except for Reading Comprehension which has 66. The test is individually administered and scored. Paced administration requires approximately 30 minutes. Test may be appropriate for use with culturally disadvantaged adults and those with learning difficulties. Reliability and validity data and norms for each grade level are provided in the manual.

Gilliland, H. *Learning Potential Examination (1970 Revision).*

From: The Reading Clinic, Eastern Montana College, Billings, Montana 59101 (c1966).

A scholastic aptitude test designed to provide an I.Q. score and to indicate learning potential, especially for reading. The test is appropriate for children aged 6 to 15, and high school students and adults who are non-readers or have reading difficulties. Subtests include: Visual Memory, Symbolic Representation (Symbol Identification, Symbol Interpretation), Relationships, Listening Comprehension, Picture Completion, and General Information. Five of the seven subtests are unrelated to reading ability and only these are included in the "Non-reading" and "Non-cultural" I.Q. scores. Two subtests, Symbol Interpretation and General Information, ask for knowledge often acquired through reading. The General Information subtest also provides an indication of interest area useful in finding reading materials of interest to the individual student. Test yields total test scores, non-cultural and non-reading scores, quick scores, primary scores, predicted comprehension scores and visual memory scores. Directions for the suitability of each type of score are presented in the manual. Norms are provided and the special non-reading norms should also be used for poor readers. Validity and reliability data is not provided.

Gilliland, H. *Test of Individual Needs in Reading (1970 Seventh Revision).*

From: The Reading Clinic, Eastern Montana College, Billings, Montana 59101 (c1966).

Designed as a diagnostic instrument for locating both basic reading level and specific reading problems. It combines three types of tests: an individual oral reading inventory; a reading comprehension test; and a word analysis test. The Oral Reading subtest is individually administered and the Silent Reading section of the instrument must be administered individually to anyone suspected of reading below primary level. The test is appropriate for use with Grades 1 to 6 and adults with reading difficulties or in remedial reading programs. Psychometric data is not provided.

Karlson, B., Madden, R., & Gardner, E. F. *Adult Basic Learning Examination.*

From: Test Development, Program and Service Division, Harcourt Brace Jovanovich, Inc., 757 3rd Avenue, New York, New York 10017 (c1967).

Designed to determine the general educational level of adults who have not completed Grade 8 and to evaluate efforts to raise their educational level. Although developed for adults, and employing items with adult content, the test may be used down to Grade 1. It is not designed to diagnose specific problems within each subject area. Level 1 covers Grades 1 to 4 while Level 2 covers Grades 5 to 8. Two forms are available at each level. Vocabulary, Reading, Spelling, and Arithmetic subtests are included. Vocabulary is assessed independently of reading ability since the 50 items are dictated. The 51 reading items comprise paragraphs of gradually increasing length and difficulty in which there are missing words or phrases which the examinee must complete. The reading subtest establishes functional reading level and can be used for placement in instructional programs. The 30 spelling items are dictated. The arithmetic subtest is in two parts, computation and problem-solving, which may be administered and scored separately or jointly to provide a total arithmetic score. Subject matter of the items centers on situations common to adult life. Test should be administered by a person familiar to the examinees because of the dictated portions. Administration of the complete test requires approximately 130 minutes, and rest periods should be provided. Test yields stanines, percentile ranks, and grade scores. Distribution of scores for several different well-defined adult reference groups are available for each level. Norms are being developed.

McCarty, J. J. *American Literacy Test.*

From: Psychometric Affiliates, Box 3167, Munster, Indiana 46321 (c1962).

This short test is designed for educational, industrial and professional uses and may be easily included in vocational, counseling, and selection test batteries. Construction was based on the assumption that a literacy test should bear a reasonable relation to knowledge of the grammar and mechanics of the English language. Test consists of 50 items arranged in order of difficulty so as to yield a reliable spread of respondents according to degree of literacy. The examinee selects one of four options which has the same meaning as the cue word. Group administration requires 4 minutes. Percentile norms are provided for university seniors, technical trade candidates, and illiterates. Reliability and validity are discussed.

del Olmo, F. *Baranquilla Rapid Survey Intelligence Test.*

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1958).

Designed to rapidly obtain an index of learning potential by evaluating factors of verbal intelligence and numerical reasoning, the test is appropriate for use with Spanish-speaking adults whose educational level is primary. It consists of 60 items arranged in order of difficulty and encompassing five types of questions: general knowledge, vocabulary, verbal reasoning, logical reasoning, and numerical reasoning. Both the test and the manual are in Spanish. No training other than the ability to comprehend Spanish is necessary for the administration, which requires 10 minutes. Venezuelan grade and percentile norms are provided, and reliability and validity data is discussed in the manual.

Rasof, E., & Neff, M. C. *Adult Basic Education Student Survey.*

From: Follett Publishing Company, Educational Opportunities Division, 201 North Wells Street, Chicago, Illinois 60606 (c1967).

Developed specifically to facilitate class placement of adult basic education students, other uses of the survey include: the classification of students, measurement of students' academic progress, preparation of students for test taking, and prediction of students' success in skills training. It is designed for the adult illiterate whose communication and computation skills are below the Grade 4 level. The four subtests include Reading Comprehension (68 items), Word Recognition (38 items), Arithmetic Computation (75 items), and Arithmetic Problems (50 items). The items in each are arranged in order of difficulty. Two comparable forms are available. The instrument is untimed and may be administered in two to four sessions. Yields grade equivalent, cumulative percent and T scores. Standardization and normative data were obtained from a large multi-ethnic disadvantaged adult population, 1100 urban and 4000 non-urban, and it is indicated that the test is culturally unbiased. Reliability and validity data are provided in the manual.

Raygor, A. L. *McGraw-Hill Basic Skills System.*

From: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940 (c1970).

A flexible, integrated series of tests and instructional materials designed to provide training in basic academic skills. Appropriate for individuals who desire to enter college, or are enrolled in college, but who may be deficient in skills essential to academic success. The system and its component parts may be used in a variety of educational program settings. Difficulty level is Grades 10 to 13. The four components of the system are: diagnosis, prescription (test performance is related to prescriptive units of

instruction), instruction (learning materials consist of printed self-instructional programs, workbooks, audiotapes, and comprehension skills), and evaluation. Tests and related instructional materials cover the six skill areas of Reading, Writing, Spelling, Vocabulary, Study Skills, and Mathematics. The six tests were designed to provide students, teachers, counselors, and reading and study skill coordinators with a profile of each student, indicating his strengths and weaknesses, and to offer information regarding appropriate developmental or remedial instructional materials. Each test is available in two forms. The six units of the system may be used separately or in any combination. Norms tables are provided but the use of local norms is recommended. Reliability and validity data are presented in the manual.

Reading Test

Designed to measure general level of competence in those reading skills which are most relevant to academic success. The test is divided into three parts to correspond to three major areas in reading instruction: Reading Rate and Comprehension, Skimming and Scanning, and Paragraph Comprehension. Part I, which uses selections from college textbooks, measures both the rate of reading and the retention of factual information. Part II assesses the examinee's ability to quickly obtain specific information from printed matter. Part III evaluates the ability to recognize and understand the main idea of a paragraph; recognize specific facts and understand their importance and function; recognize and understand general scientific principles in physical and social sciences; recognize paragraph organization and structure; critically evaluate the author's writing; and read in a study-type situation. Each part is separately timed for a total of 66 minutes.

Writing Test

Designed to measure examinee's skills in written communication. Part I, Language Mechanics, assesses the ability to recognize errors in capitalization, punctuation, and grammar. For Part II, Sentence Patterns, the examinee must be able to recognize correct sentence construction. Part III, Paragraph Patterns, requires the examinee to construct well developed paragraphs. Each subtest requires 15 minutes. Test yields both separate and total scores.

Spelling Test

Designed to evaluate the ability to recognize misspelled words in the context of a sentence. Each of the 50 items is composed of one or two sentences. The examinee must determine which one, if any, of the four underlined words in each item is spelled incorrectly. Test requires 20 minutes.

Vocabulary Test

Designed to measure two aspects of vocabulary skill: knowledge of word meanings, and knowledge of the meanings of word parts. Word Knowledge contains 30 items which represent a sample of the specialized vocabulary used in a variety of disciplines. The examinee must select the correct meaning from four options. Word Parts contains 25 items consisting of artificial words created from word parts with well-established meanings. The examinee must determine which of four meanings would best define the artificial word. Test requires 12 minutes and yields only a total score.

Study Skills Test

Designed to indicate the readiness of an individual to adapt to an environment in which he must evaluate new ideas, develop correct study techniques, and use time efficiently. Test is in four parts: Problem-solving, Underlining, Library Information, and Study Skills Information. Part I contains items which represent situations that require the application of various problem-solving techniques: classification, qualification, structure analysis, operation analysis, or analogy. Part II, which measures the examinee's mastery of effective underlining techniques, contains 10 underlined passages that the examinee must evaluate for adequacy. Part III assesses the examinee's proficiency in using a library, and Part IV measures his knowledge of study aids and techniques. Each part is separately timed. Total test period requires 46 minutes. The test yields both part scores and a total score.

Mathematics Test

This three-part test is designed to measure an examinee's level of competence in the mathematics that is prerequisite to college level courses. The Arithmetic section covers: operations with whole numbers, negative numbers, rational numbers, and decimals; solution of first degree equations in one variable; concepts of percentage, ratio, and proportion; use of exponents and powers of ten; and the significance of numbers generated by operations using rounded figures or measurements. The Elementary Algebra section covers the more complex uses of negative and rational numbers; the language of algebra; solutions of first degree equations in one variable; graphical representation of first degree equations in two variables; solution of first degree equations in two variables; and solution of pairs of first degree equations in two variables. The Intermediate Algebra section covers the characteristics of polynomials in one variable; operations of rational expressions in one variable; simplification of expressions in many variables; interpretation of radical expressions and solution of equations containing radicals; use of exponents, rational and negative; and the use of logarithms. The test requires 42 minutes and yields separate and total scores.

Smith, E., & Bradtmueller, W. *Individual Reading Placement Inventory: Field Research Edition.*

From: Follet Educational Corporation, 201 North Wells Street, Chicago, Illinois 60606 (c1969).

Designed to rapidly assess the reading ability of adolescents and adults up to Grade 7 reading level. The test determines independent reading level, frustration level, and present language potential. It can also be used to locate specific weaknesses in auditory discrimination, word attack, vocabulary, and comprehension skills. Provides a permanent record of difficulties against which a teacher may check for improvement. The five parts are: Word Recognition and Analysis, Oral Paragraph Reading, Present Language Potential, Auditory Discrimination, and Letters of the Alphabet. Two equivalent forms are available. The test should be individually and orally administered. After administering the test, the examiner completes the "Checklist of Reading Difficulties" which will provide such information as sight-sound perceptual difficulties, posture problems, emotional symptoms, and rate difficulties. Each part is scored separately. Test reliability and validity are discussed in the manual.

Smith, E., Geeslin, R., & Geeslin, C. *Reading Development Kits.*

From: Addison-Wesley Publishing Company, Inc., Reading, Massachusetts 02720 (c1968).

A learning laboratory designed to aid in teaching the disabled reader, particularly older children, adolescents and adults who are reading at beginning levels. It can also be used in junior and senior high school and adult education courses. Five subject areas are covered in each of three kits: health, law, safety, science, and vocations. The Reading Development Progress Record, which is maintained by the student, provides answer sheets, scoring keys, and a means for graphing the results for each exercise. The Informal Reading Development Inventory is employed to determine the kit and level at which students should begin. Kit A should be used when reading level ranges from 1.75 - 3.9, Kit B with levels 4.0 - 6.9, and Kit C with levels 7 - 10 and above. The Inventory can also be used to assess student progress after completion of a kit or after any convenient period of use.

Steckle, L. C., Henderson, R. W., & Murray, B. O. *WLW Culture Fair Inventory.*

From: Personal Growth Press, Inc., 653 Longfellow Drive, Berea, Ohio 44017 (c1969).

An untimed 30-item test designed to eliminate as much as possible the effect of cultural and educational background. It is non-verbal, and all items are essentially diagrams which most people have not previously encountered. Five sets of items include: selection of the figure in five that is the most different, block counting, selection of fifth figure in a series, paper form board items, and selection of a figure which completes a pattern. Test is essentially self administering for individuals or groups. However, directions should be read aloud by the administrator in cases where the examinee has reading difficulties. Preliminary norms and reliability data are presented in the manual.

Tiegs, E. W., & Clark, W. W. *Test of Adult Basic Education.*

From: CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940 (c1970).

The *TABE* series is a complete system for testing adult achievement in the basic skills of reading, arithmetic, and language. It is based on a modification of three levels of the *California Achievement Tests*. Adult content was substituted in some items, and any suggestion of grade or difficulty level was eliminated. The series is useful for obtaining pre-instructional data on an adult's basic skills abilities; identifying areas of weakness in the skill areas; measuring progress in the skill areas after a definite period of instruction; involving the individual in the analysis and evaluation of his learning difficulties; and facilitating preparation of remedial programs. Series consists of tests of three levels, easy, medium, and difficult, and includes practice exercises and locator test. Grade placement norms are provided in the manual. Reliability and validity data are not available.

Practice Exercises and Locator Test

This specially developed set of materials, combined in a single booklet, is administered prior to the selection of the appropriate level of *TABE*. Practice exercises, which require approximately 20 minutes, are designed to provide experience with marking answers to objective test items on separate answer sheets, to develop some test-taking sophistication, and to minimize the effects of diverse backgrounds of experience in the use of objective tests and separate answer sheets. The Locator test is a short vocabulary test used to determine the appropriate level of *TABE* for each individual. Administration takes approximately 10 minutes, and the test is quickly and easily handscored. Cut-off scores for each level of the series are provided.

Level E (Easy)

Intended for use with adults who have severely limited educations or culturally disadvantaged backgrounds. Level of educational ability is equivalent to Grades 2 to 4. Assessment of the skill areas of arithmetic and reading is emphasized, since these are the areas of greatest concern at this level. Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, and Arithmetic Fundamentals are the subtests included. There is no language subtest. Administration of the complete test requires 94 minutes. Level E does not yield a total score, only subtest scores.

Levels M (Medium) and D (Difficult)

Level M is an adaptation of the Elementary Level of the *California Achievement Tests* while Level D is an adaptation of the Junior High School Level. Two forms are available at each level. Both include six tests in three major skill areas: Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, Arithmetic Fundamentals, Mechanics of English, and Spelling. Amount of emphasis placed on each subtest varies according to the level of the test. Separate and total scores are provided.

Tiffin, J. *Purdue Non-Language Personnel Test.*

From: University Book Store, 360 State Street, West Lafayette, Indiana 47906 (c1969).

This is a culture-fair test designed for use in industry to measure mental ability. It is especially useful in screening clerical and stenographic personnel. Since the items consist entirely of geometric forms, the test can be used effectively with non-readers and persons with different cultural and educational backgrounds. Administration of the test requires ten minutes. Norms are provided for white and Negro males and females. Reliability and validity data are reported in the manual.

Wesman, A. G. *Personnel Classification Test.*

From: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 (c1965).

Measures two aspects of mental ability: verbal reasoning and numerical ability. Separate scores are obtained for each and are added for a total score. The Verbal Reasoning section requires 18 minutes. Both the perception of relationships and reasoning through analogy are necessary for each item. The Numerical Ability section requires 10 minutes. Items are designed to assess command of basic arithmetical skills and processes plus general facility in the use of numerical concepts. Norms are provided for males and females for a range of educational levels and occupations, and are described in detail. Two equivalent forms, A and B, are available. Form C, while measuring the same factors, has slightly different raw scores and thus different norms are provided. Validity and reliability data are reported in the manual.

Wrinkle, W., Sanders, J., & Kendel, E. *Basic Skills in Arithmetic Test.*

From: Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611 (c1945).

Designed to measure an individual's command of 43 fundamental skills in arithmetical operations involving whole numbers, fractions, decimals, and percentages. The 68 items assess proficiency or lack of competence in the use of both specific skills and groups of skills. Results provide a basis for determining group and individual instructional needs and for the selection and counseling of students relative to enrollment in courses and activities requiring basic arithmetic skills. In industry, results should facilitate selection and placement of personnel in positions requiring simple computational skills. The instrument is appropriate for adolescents and adults who are suspected of a deficiency in arithmetic skills. Two equivalent forms are available. Group administration is untimed, and norms and reliability coefficients are presented in the manual.

- - -, *RBH Basic Reading Word Test.*

From: Test Division, Richardson, Bellows, Henry and Company, Inc., 1140 Connecticut Avenue, N.W., Washington, D.C. 20036 (c1968).

This short, easily administered instrument designed to determine the minimum reading capabilities of educationally disadvantaged adults is appropriate for use in normal training and industrial situations. The test was constructed to cover a wide reading-vocabulary range and contains 80 sentence items arranged in order of difficulty. Individual or group administration is untimed. The test was administered to a large sample of urban unemployed. The manual provides norms for males and females, expectancy tables indicating the relationship between test score and grade levels in reading, and reliability and validity data. The author contends that the simplicity of the test, as compared to most reading comprehension measures, should make it less threatening to persons with little or no test sophistication.

- - -, *SRA Reading and Arithmetic Indexes.*

From: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611 (c1968).

These tests of general reading and computational achievement for adolescents and adults were designed for use with applicants for entry-level jobs and special training programs who lack the advantages of formal education, or whose basic skills are often too low to be reliably evaluated by typical selection tests. The items in the two self-scoring booklets are arranged to measure distinct levels of development. The Reading Index progresses through five levels: picture-word association; word decoding; comprehension of phrases; comprehension of sentences; and comprehension of paragraphs. All of the reading items are oriented to adults, employing utilitarian, everyday language, with vocabulary difficulty increasing from level to level. The Arithmetic Index consists of four levels: addition and subtraction of whole numbers; multiplication and division of whole numbers; basic operations involving fractions; and basic operations involving decimals and percentages. The indexes are untimed and are scored to reflect proficiency at each level. Their use may facilitate job placement or instructional planning by providing methods to evaluate the skill levels at which an individual can function effectively and to classify trainees by functional level. Also, when used in conjunction with a general ability test, they provide a basis for comparing an individual's current achievement with his potential. Reliability data is reported in the manual.